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# Ag-Explorations Lesson Plan

<i>Title</i>	The Meat We Eat
<i>Subject</i>	The food we get from animals
<i>Author</i>	K.Popa
<i>Grade level</i>	2 <sup>nd</sup>
<i>Time duration</i>	1 hour
<i>Objective</i>	Students will gain a better understanding of where their food comes from and the process of getting food from the farm to the table.
<i>Materials</i>	Food Pictures Animal Pictures “Drive Through Florida: Livestock and Poultry” During reading activity Food Journey Cards
<i>Activities and procedures</i>	<ul style="list-style-type: none"><li>-Ask students what some of their favorite foods to eat are. Write their answers down on the board or on chart paper.</li><li>-Ask students if they have any idea which of these foods are from an animal?</li><li>-Discuss with students that the meat we eat comes from animals. Display pictures on the board and give students pictures of animals. Have students make their best guess as to which animal provides us with each food (all foods are not necessarily meat but the food does come from an animal i.e. milk and eggs)</li><li>-Allow students to place their pictures next to the foods. Tell them that we will read about the animals then discuss.</li><li>-Hand out the during-reading activity and go over the directions with the students.</li><li>-Introduce the book <i>Drive Through Florida Livestock and Poultry</i>. Discuss the title with the students. What is livestock? What is poultry?</li><li>-Read the sections on Beef, Dairy Cattle, Hogs &amp; Pigs, and Poultry/Layers. Discuss each section with the students (Students should also be filling out their activity sheet).</li></ul>

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- Discuss the picture placement done previously. Ask the students if any of them would like to change their placement. Allow them to do so.
  - Ask students what a journey from waking up to their first class would look like for them. (Some answers may include: wake up, shower, brush teeth, eat breakfast, walk to the bus stop, ride the bus to school, walk to class)
  - Discuss with the students that there is journey from the farm to the table for the food that we eat.
  - Give the students cards with different parts of the food journey. Students should first work independently to order the cards and have reasons for their order.
  - Once the time is up, have students work with a partner to discuss the order and come up with any changes. Have students prepare reasons as to their order.
  - Have each pair or group present their decisions to the class.
  - Discuss the jobs available during each part of the journey.
  - If time permits complete an animal craft.